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ABSTRACT

The introductory section of this integration study discusses: the purposes of the study, emphasizing the assessment of the effects of integration on the academic achievement, attitudes, and aspiration s of both minority and majority children; the agencies doing the study; the historical background of the study; the sampling procedures and summary characteristics of the children selected as subjects; the techniques by which the children are being evaluated; the proposed methods of data analysis to be applied; the funding of the project; and, the accessibility to the information collected of the interested public, emphasizing the protection of privacy afforded by their procedures. An analysis of the "questionnaire on experience of elementary school teachers with school desegregation," administered from September 1966 to March 1968, and a continuation of the analysis of the questionnaire data are provided. A summary of the analysis of a survey of parent attitudes toward schools, which involved interviews with almost 1200 parents during the spring and summer of 1969, is also provided. [The questionnaire in this study will not be legible in hard copy because of the size of the print.] (JM)

ED042833

[The Riverside School Integration Study: Introduction, Period Survey and Teacher Questionnaire.]

# THE RIVERSIDE SCHOOL INTEGREGATION STUDY
## WHAT IT IS, HOW IT STARTED, AND WHAT IT HOPES TO ACCOMPLISH

The thing that is disturbing to so many of us is the suddenness of change. In the present instance, we are experiencing a gigantic civil rights movement which is engulfing the entire nation. Overnight communities all across the country are having to re-think through their responsibilities to people. Riverside is not alone in this great social revolution, nor can it hope to turn its head and pretend that change will not take place here.[1]

### WHAT IS THE PURPOSE OF THE STUDY?

The primary purpose of the study is to evaluate the effects of integration on the minority and majority students in the Riverside Unified Schools. In particular, the extent to which integration contributes to academic achievement, attitudes, and aspirations of the children involved is being extensively explored. The effects of materials, activities, and in-service training programs developed to facilitate integration constitute another focal point. Furthermore, the voluminous amount of data being collected over a period of years will allow other pertinent studies.

### WHO IS DOING THE STUDY?

The Riverside School Integration Study is a joint project of the Riverside Unified School District and the University of California, Riverside, approved by the Riverside Board of Education. All research plans are discussed periodically at meetings of the project executive committee which consists of representatives from the city schools and the university.

### HOW DID THE STUDY GET STARTED?

A number of professors from the Departments of Sociology, Anthropology, Psychology, and Education at U.C.R. offered to cooperate with the administrative staff of the Riverside Unified Schools in examining the effects of integration in the city schools. Together, University and School District personnel worked out the research plan, decided on the number of children to study, and asked for financial support from several sources. The direction of the study is entirely under local control.

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[1] Public statement made by former Superintendent Bruce Miller on October 18, 1965.

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WHY IS THE STUDY NECESSARY?

Integration is taking place throughout the United States. However, there has been no extensive study of the effect of integration on all the children involved. This study will furnish information enabling the Riverside schools to provide better educational opportunities for all Riverside children and will also afford guidelines which may be used by other school districts throughout the United States which are undertaking programs of integration.

HOW MANY CHILDREN ARE BEING STUDIED?

The original sample consisted of 660 Mexican-American, 401 Negro, and 714 Anglo-American children--making 1775 in total. By 1969, three years' attrition had left the sample with less than 1400 subjects. However, at that time 307 new subjects were included in the sample. All of these children attended public school kindergartens during 1968-1969. This sub-sample consisted of 86 Mexican-American and 67 Negro pupils from residence areas formerly served by de facto segregated schools, and 154 Anglo-American pupils. This newly selected group provides a comparison base of children who have never experienced segregation.

HOW WERE THE CHILDREN SELECTED?

During the integration process, the Riverside School District closed three schools that had virtually 100 per cent minority enrollment and bussed the children throughout the district. The policy of desegregation was such that the number of minority children within the receiving schools reflected the ratio of minority children throughout the district. Integration of these children occurred over a period of three years (1965-1967) and followed a pre-arranged pattern. All of these children were included in the study. In addition, a randomly selected sample of Anglo-American students in the receiving schools was drawn, matched for grade level.

IN WHAT WAYS ARE THE CHILDREN BEING EVALUATED?

Each child was interviewed in 1966, 1967, and 1969. Two one-hour sessions by trained interviewers were used. Measures of such things as language usage, desire to achieve, and attitudes toward school were taken. In addition, academic achievement data have been obtained as part of the regular school testing program.

To obtain demographic and family background information, the parents were interviewed independently during the summer of 1966. Items to determine parental perceptions of integration as it relates to their child's achievement, his personal adjustment in school, and other school activities were also included. To obtain measures of changing perceptions, parent interviews were solicited again in 1967 and 1969.

[illegible] will have access to information [illegible]. All of the information collected is for research purposes only [illegible] confidentiality is strictly enforced. No names will ever be used in

Teacher recorded behavioral ratings of sample children help maintain periodic evaluation. In addition, child to child relationships are explored through sociometric devices.

## HOW WILL INFORMATION BE INTERPRETED?

The data allow two basic types of studies: (1) longitudinal, which examines individual and group growth patterns over a period of time, usually a period of years, and (2) cross-sectional, which compares groups of subjects by age, sex, experience, ethnicity, and/or other pertinent factors at a specific time. Those conducting studies will do so according to their own backgrounds and interests. Studies conducted from different theoretical frameworks and using different techniques are a bonus of interdisciplinary research.

## WHAT IS THE FUTURE OF THE PROJECT?

It is hoped that the study may be continued until children selected in 1966 have finished high school. This will make it possible to trace long-term effects and to compare results after various periods of integrated experiences.

## WHO IS PAYING FOR THE STUDY?

Initial funding sources for the Riverside School Study included the State of California, Division of Compensatory Education, the Rockefeller Foundation, and the Regents of the University of California. Major funding for continuing the study has come from the State of California, Division of Compensatory Education, the National Institute of Child Health and Human Development, Public Health Service, and the U.S. Office of Education.

## HOW IS THE MONEY BEING SPENT?

The money allotted to the Riverside School Study has been used in four basic areas: (1) in-service teacher training; (2) development of curriculum materials; (3) collection and preparation of data; and (4) the analysis of data and preparation of reports. University professors directing the project receive no remuneration in addition to their regular salaries except for the standard two months summer salary, which is calculated at the same rate as the regular University pay scale. The School District is reimbursed for the time spent by school personnel on the project.

## WHO WILL HAVE ACCESS TO INFORMATION COLLECTED IN THE STUDY?

<u>Only</u> persons engaged in research will have access to information collected. All of the information collected is for research purposes only and confidentiality is strictly enforced. No names will ever be used in

published reports. Findings will be presented in terms of percentages, averages, proportions, and so forth. No individual child or family can possibly be identified.

## WHAT SPECIAL PROGRAMS HAVE BEEN DEVELOPED TO FACILITATE INTEGRATION?

Two distinctive contributions to the Riverside integration process have developed out of the Riverside Study. In one, an experimental in-service training program was developed in response to the basic needs for intercultural understanding. In the other, an elementary school with a relatively high minority population participated in a comprehensive curriculum development program which focused upon intercultural understanding.

It should be noted that innumerable such studies, tangential to the Riverside Study, have been developed by the School District, but are not included in this summary since they were not part of the funded study.

## WHAT REPORTS OF THE INTEGRATION STUDY ARE AVAILABLE?

Regular reports have been prepared and submitted to the funding agencies. In addition to routine information concerning the progress of the research, reports of any projects or studies completed have been included. These reports, plus others directly related to the Riverside Integration Study, are listed and annotated below. Copies of the reports are available in limited supply.

### Orientation

*"Analysis of the Impact of Desegregation on the Child and His Family." Progress Report. Riverside: Riverside School Study, June, 1966.
Contains the procedure under which the sample was selected and gives a brief description of the content of the measurement instruments (child and parent interviews, sociometric measures, and teacher ratings).

*Orientation Manual: Riverside School Study Fieldwork and Data Library. Riverside: Riverside School Study, December, 1968.
Contains the historical background to the study, the research design, a listing and explanation of the measures used, and the location of the data on computer tapes and cards.

### Achievement

*Carlson, J. "Research Design" Emerson School McAteer Project." Riverside: Riverside School Study, October, 1968.
Presents a design for exploring Piagetian concepts and their relationship to achievement and skills associated with achievement.

*_____. "Emerson School Research in Cognitive Development." Progress Report. Riverside: Riverside School Study, March, 1969.
Contains a proposal for an experiment to test various methodological procedures designed to "hurry up" the process of socialization of thought (in the Piagetian sense).

*_____. Research in Cognitive Development. Riverside: Riverside School Study, August, 1969.
Explores the relationship of age, sex, and ethnic group to scores on the following measures: (1) The Raven Colored Progressive Matrices Test; (2) The Peabody Picture Vocabulary Test; (3) The Goodenough Draw-A-Man Test; and (4) cognitive development items contained in interviews of Emerson School children during the Fall of 1968 and Spring of 1969. Relationships between those measures are also examined.
The final section of this report contains an experiment designed to compare methods of teaching spacial awareness in relation to Piaget's concept of socialized thought.

*Dawson, J. "The Effect of Integration on the Achievement of Elementary Pupils." Progress Report. Riverside: Riverside School Study, March, 1969.
Reading achievement test data shows that one to three years of attendance in desegregated schools has neither improved the achievement of minority "integrated" pupils, nor adversely affected the achievement of "receiving" pupils. Evidence indicates that the social composition of "receiving" students is related to the achievement of minority students.

*Kleinke, C. "Comparative Data on Raven's Progressive Matrices Test and The Peabody Picture Vocabulary Test: An Outgrowth of the Riverside School Study." Progress Report. Riverside: Riverside School Study, March, 1969.
Correlations between Raven and Peabody scores are reported by sex, ethnic group, and socioeconomic level. In addition, the effects of sex, ethnic group, and socioeconomic level on each of these measures is examined.

*_____. "Comparative Data for the Lorge-Thorndike Intelligence Test and Stanford Reading Test." Riverside: Riverside School Study, September, 1969.
Contains a three year longitudinal exploration (reading and IQ) of 1966 first graders included in the integration study by ethnic group, socioeconomic level, and sex.

*Purl, M. C. "Social Acceptance and Academic Behavior of Desegregated Minority Children." Progress Report. Riverside: Riverside School Study, March, 1968.
Contains preliminary sociometric findings; favorite child, etc. by grade level, ethnic group, IQ, achievement, and anxiety level.

*_____. "The Effect of Integration on the Achievement of Elementary Pupils." Final Progress Report. Riverside: Riverside School Study, August, 1968.

The effect of one year of desegregation on achievement of elementary pupils is explored. The tentative findings suggest "not much" has happened. One finding indicates that "integrated (minority) children seem to achieve higher when they are grouped with high achieving, academically oriented pupils."

*Roscoe, D. L. "Some Tentative Inferences From Comparative Progressive Matrices Scores of Mexican-American, Negro, and Caucasian Children." Progress Report. Riverside: Riverside School Study, June, 1968

Subsequent studies have revealed a sample bias in this study which invalidates the results.

*Singer, H. "Construction and Interpretation of the Achievement Study Baseline." Progress Report. Riverside: Riverside School Study, August, 1967.

Contains a summary of achievement data of the first year of desegregation.

*_____. "Effect of Integration in Riverside Schools: A Second Year Report." Final Progress Report. Riverside: Riverside School Study, August, 1968.

This report lends support to the contention that . . . integration would not reduce Anglo-American achievement." The hope that integration would lead to improved achievement among minority children has not yet been substantiated, but additional data from subsequent years may reveal a trend.

## Attitudes and Skills Related to Achievement

Canavan, D. "Field Dependence in Children as a Function of Grade, Sex, and Ethnic Group Membership." Riverside School Study. Paper read at the 77th Annual Convention of the American Psychological Association, Washington, D.C., September, 1969.

The study found measures of field dependency to be the best single predictor of children's performance on standard school achievement and intelligence tests.

Gerard, H. B. "Level of Aspiration Study." Progress Report to the U.S. Public Health Service. Riverside: Riverside School Study, August, 1967.

This study examines the effect on aspirations of majority and minority children when competing against members of their own race, or the other race. Those effects are examined with respect to: (1) success of the child in competition (win or lose); (2) the ethnic group to which the child belongs; (3) grade level; and (4) the sex of the child and his opponent.

_____. "A Report of a Laboratory Experiment Investigating the Relationship Between Self-Evaluation and Subsequent Performance of Negro Children." Progress Report to the U.S. Public Health Service. Riverside: Riverside School Study, August, 1967.
Results show that when minority children think their own poor outcome is due to prejudice on the part of others it results in poor performance on a subsequent task. Other findings may be obtained from the report.

_____. "Factors Contributing to Adjustment and Achievement." Progress Report to the U.S. Public Health Service. Riverside: Riverside School Study, May, 1969.
Contains summaries of eight studies focusing on attitudes related to achievement, including those presented at the September, 1969 meeting of the American Psychological Association.

Miller, N., and Zandy, J. "Delay of Gratification in Black, White, and Mexican-American Elementary School Children." Riverside School Study. Paper read at the 77th Annual Convention of the American Psychological Association, Washington, D.C., September, 1969.
The ability of children to delay gratification both before and after desegregation is examined by sex, age, and ethnic group.

Redfearn, D. "Level of Expectation, Actual Performance, and Reactions to Success and Failure in Three Ethnic Groups." Riverside School Study. Paper read at the 77th Annual Convention of the American Psychological Association, Washington, D.C., September, 1969.
A study of "aspirational level" by ethnic group, sex, and desegregation status (segregated and desegregated).

Yasar, E. "Desegregation as a Factor in the Speech Habits of School Children: A Statistical Approach." Riverside School Study. Paper read at the 77th Annual Convention of the American Psychological Association, Washington, D.C., September, 1969.
The effect of desegregation on the average word-length used by children is determined from stories told before and after desegregation. Scores are compared by age and ethnic group.

## History and Background

*Hendrick, I. G. The Development of a School Integration Plan in Riverside, California: A History and Perspective. Riverside: Riverside School Study, September, 1968.
This document contains a comprehensive examination of the social forces which led to the integration of the Riverside Unified Schools.

*Singer, H., and Hendrick, I.G. "Total School Integration: Experiment in Social Reconstruction." Phi Delta Kappan. Vol. XLIX, No. 3, November, 1967.

Contains a short history of the desegregation process of the Riverside Unified Schools.

## Theoretical Models

Bryan, D. E. "Social Categories Used by the Elementary School Teacher: A Study in the Sociology of Knowledge." Unpublished masters thesis, University of California, Riverside, 1969.

Using data from the Riverside School Study, this study addresses itself to three questions: (1) Do teachers share a collective definition of social conduct which is unrelated to the social characteristics of individual teachers and to the social characteristics of children being evaluated? (2) What specific behavioral expectations comprise the teachers' collective definition of good social conduct? (3) How important is the teacher's definition of good social conduct in predicting which children will "succeed" both academically and behaviorally in school?

*Mercer, J. R. "Issues and Dilemmas in School Desegregation: A Case Study." Reprinted from Western Regional Conference on Testing Problems, Proceedings, May, 1968.

This report is based upon transcriptions of group interviews which were held with over 200 elementary teachers and principals of the Riverside School District during the first summer following desegregation. Discusses three dilemmas facing teachers (discipline, grading, and ability grouping) with respect to integration.

*_____. A Manual for the Evaluation of Desegregation in California Public Schools. Prepared for the Bureau of Intergroup Relations, Office of Compensatory Education, Department of Education, State of California, August, 1968.

Contains a model intended to constitute the introductory chapters of the manual, for describing stages of integration and uses the Riverside Unified Schools to illustrate the model.

*_____. "The Meaning of Mental Retardation." Progress Report. Riverside School Study, December, 1968.

Contains Chapter 1 of The Mentally Retarded Living in the Community, a book in preparation for the Special Child Publishing Company, Seattle, Washington. (Edited by R. Koch and J. Dobson). Data from the Riverside School Study are cited.

## Integration Facilitation

*Carter, T. P. "Preliminary Report and Evaluation of the Riverside In-Service Institute." Riverside: Riverside School Study, August, 1966.
The in-service training consisted of seminars, both traditional and unstructured, intercultural "give and take" sessions, and research, both library and field. Preliminary findings are given.

*_____; Casavantes, E. J.; and Fowler, C. R. "Final Report and Evaluation of the Riverside In-Service Institute." Riverside: Riverside School Study, December, 1967.
Contains hypotheses and findings of the study. Appendix A contains a listing of the kinds of data collected. In Appendix B, "Toward a Typology of Teachers," established personality dimensions are related to groups of individuals. These groups were determined by the scores they obtained on other measurement instruments.

*Gearing, F. O. "The 'Third Culture' Strategy in the Primary Grades." Final Progress Report (Addendum A). Riverside: Riverside School Study, August, 1968.
In an anthropological context, this report explores the roles of neurological (psycho-motor), cognitive, and identity development as they might be used in the elementary classroom. Identity development is examined most thoroughly.

*_____. "Emerson Experiment: 'Desegregation to Integration'." Final Progress Report (Addendum B). Riverside: Riverside School Study, August, 1968.
Suggests six units of study for the "Third Culture" approach.

*"Developmental Physical Education Program." Final Progress Report (Addendum C). Riverside: Riverside School Study, August, 1968.
Contains a well-developed physical education program for Emerson Elementary pupils.

*Green, D. "Physical Development Report." Final Progress Report (Addendum D). Riverside: Riverside School Study, August, 1968.
Contains the results of the K-3 physical education program at Emerson School.

*Groven, M. "Emerson School Curriculum Development." Progress Report. Riverside: Riverside School Study, March, 1969.
Contains an outline of the Emerson Elementary School "Third Culture" curriculum.

*_____. "Curriculum Development." Riverside: Riverside School Study, August, 1969.
Contains the curriculum materials developed for the "Third Culture" program at Emerson School.

*Reimuller, P. "On Teaching Folk Music in the Integrated Classroom: Kindergarten Through Third Grade." Final Progress Report (Addendum E). Riverside: Riverside School Study, August, 1968.
A description of the folk music program of Emerson School.

Shockley, L. S. "How Did We Allow This to Happen to Our School?" Riverside: Riverside School Study, September, 1968.
A moving account of the emergence of Emerson Elementary School (50 per cent minority enrollment) as an innovative leader in the development of staff and community commitment.

## Miscellaneous

Green, J. H. "Racial Awareness and Identification in Young Children." Riverside School Study. Paper read at the 77th Annual Convention of the American Psychological Association, Washington, D.C., September, 1969.
The effects of desegregation by ethnic group and age on racial awareness are examined.

Kimbrough, J. "Toward a Conceptualization of Militancy." Riverside School Study. Paper read at the 77th Annual Convention of the American Psychological Association, Washington, D.C., September, 1969.
Explores some of the contemporary concomitants of militancy: estrangement, separatism, racial hostility, and optimism.

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*Funds for this project were granted by the Office of Compensatory Education, California State Department of Education, under the provisions of the McAteer Act.

Prepared by:

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Riverside Unified School District
Riverside, California

10/69

*Purl, Mabel C. "Survey of Parent Attitudes Toward Schools." Riverside: Riverside School Study, January, 1970.

*Purl, Mabel C., and Curtis, Jonathan. "Analysis of the 'Questionnaire on Experience of Elementary School Teachers with School Desegregation, September, 1966 to March, 1968.'" Riverside: Riverside School Study, January, 1970.

*Purl, Mabel C., and Curtis, Jonathan. "Continuation of Analysis of the 'Questionnaire on Experience of Elementary School Teachers with School Desegregation, September, 1966 to March, 1968.'" Riverside: Riverside School Study, January, 1970.

*Purl, Mabel C., and Dawson, Judith. "A Report on the Achievement of Elementary Pupils in Integrated Schools." Riverside: Riverside School Study, March, 1970.

*Purl, Mabel C., and Curtis, Jonathan. "A Look at Combination Class Effects at Emerson Elementary School." Riverside: Riverside School Study, May, 1970.

RIVERSIDE UNIFIED SCHOOL DISTRICT
Riverside, California

DEPARTMENT OF RESEARCH AND EVALUATION
January, 1970

# Abstract of CONTINUATION OF ANALYSIS OF THE "QUESTIONNAIRE ON EXPERIENCE OF ELEMENTARY SCHOOL TEACHERS WITH SCHOOL DESEGREGATION SEPTEMBER, 1966 TO MARCH, 1968"[1]

This portion of the study considers four questions: (1) Do teachers who have at least three Mexican-American and three Afro-American students in their classes feel differently about the ethnic groups than do teachers who have fewer minority students? (2) Do experienced teachers have different perceptions of ethnic parent groups and have different experiences with problems of integration than teachers with little experience? (3) Do teachers who maintain a single discipline standard seem to experience fewer problems with Anglo, Afro-American, and Mexican-American children than teachers who attempt to modify the rules? (4) Are teachers who seem to face the most discipline problems the same ones who feel the curriculum needs major revision to meet the needs of the integrated classroom?

Appropriate to question 1, we find:

Teachers with at least three Mexican-Americans and three Afro-Americans in their classes did not feel any differently about the ethnic groups than teachers with three or less of each minority in their classes.

Appropriate to question 2, we find:

Experienced teachers have essentially the same perceptions of ethnic parent groups as teachers with little experience, and both groups face approximately the same proportion of integration related problems.

Appropriate to question 3, we find:

Teachers who maintain a single discipline standard may have fewer problems with students.

Appropriate to question 4, we find:

A higher proportion of teachers who have the most numerous discipline problems favor major curriculum revision than do teachers with the least number of discipline problems.

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[1]Funds for this project were granted by the Office of Compensatory Education, California State Department of Education, under provisions of the McAteer Act.

RIVERSIDE UNIFIED SCHOOL DISTRICT
Riverside, California

DEPARTMENT OF RESEARCH AND EVALUATION
January, 1970

# CONTINUATION OF ANALYSIS OF THE "QUESTIONNAIRE ON EXPERIENCE OF ELEMENTARY SCHOOL TEACHERS WITH SCHOOL DESEGREGATION SEPTEMBER, 1966 TO MARCH, 1968"

McAteer Project M9-14

Submitted by:

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# CONTINUATION OF ANALYSIS OF THE "QUESTIONNAIRE ON EXPERIENCE OF ELEMENTARY SCHOOL TEACHERS WITH SCHOOL DESEGREGATION SEPTEMBER, 1966 TO MARCH, 1968"[1]

Further analysis of the T01 questionnaire on "Experience of Elementary School Teachers with School Desegregation, September, 1966 to March, 1968," has provided information which is now added to the original report. The questions of concern and their analyses follow.

1. Do teachers who had at least three Mexican-American and three Afro-American students in their classes feel differently about the ethnic groups than teachers who had fewer[2] minority students?

The semantic differential of teacher perceptions of ethnically different parental groups and items 46, 47, and 48 from the T01 questionnaire seem appropriate to this question. Items 46 and 47 indicate whether or not teachers favor school integration of Mexican-Americans and Afro-Americans respectively. Item 48 indicates whether or not a teacher feels substantial curriculum changes are necessary to best fulfill the needs of each ethnic group.

Item 4 of the T01 questionnaire specifies the number of children of each ethnic group in the teacher's class and provides the basis for categorizing the groups of interest to this question.

Analysis of the factor scores[3] associated with the semantic differential (Hotelling's $T^2$) shows no significant difference ($p > .05$) between groups. Furthermore, chi square tests of item 47 ($X^2 = .41$) and item 48 ($X^2 < .41$) indicate again no significant differences ($p > .05$) between these two groups. The contingency table associated with item 46 had two cells with frequencies less than 5. Thus, no statistical test was performed.

In summary, the two groups:

A. Did not differ with respect to the semantic differential. (This means that the two groups perceive parents in approximately the same way.)

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[1]Funds for this project were granted by the Office of Compensatory Education, California State Department of Education, under provisions of the McAteer Act.

[2]Fewer minority students is defined as three or less of each minority provided the total minority does not exceed five.

[3]The factor structure of the semantic differential is given on pp.4-7.

B. Did not differ in support of school integration for Mexican-Americans or Afro-Americans. (99 per cent of the teachers who had more than three Mexican-Americans and three Afro-Americans in their classes favored integration for Mexican-Americans, 82 per cent favored integration for Afro-Americans, 93 per cent of the teachers with three or less of each minority favored integration for Mexican-Americans, 81 per cent favored integration for Afro-Americans.)

C. Did not differ with respect to the necessity of revising the curriculum to accommodate ethnic differences. (20 per cent of those teachers with three Mexican-Americans and three Afro-Americans in their classes favored major revision of the curriculum. In the other group 17 per cent favored revision.)

The group factor score means, mean differences, and variances may be found in Table 1 and the contingency tables for items 46, 47, and 48 are shown in Table 2 in the Appendix.

2. Do experienced teachers have different perceptions of ethnic parent groups and have different experiences with problems of integration than teachers with little experience?

Experienced teachers are defined, for this study, as those with six or more years of experience. Inexperienced teachers are defined as those with three or less years of experience. Teachers with two or less years of experience were originally considered in defining inexperienced teachers; however, this made the sample size too small to deal with statistically. Even with an extra year of experience added only 24 teachers were identified for the inexperienced group. This is in contrast to the 152 teachers of the sample identified as experienced.

The factor scores associated with the TOI semantic differential were used to compare the groups on parental perceptions. The statistical test (Hotelling's $T^2$) shows no significant differences ($p > .05$) between the teacher groups. Thus, experienced and inexperienced teachers do not differ appreciably in parental perceptions. Table 3 presents the means, mean differences, and variances of the factor scores of experienced and inexperienced teachers and may be found in the Appendix.

Items 14, 15, 22, and 23 are used as indicators of integration problems. These items specify the following problems: (14) lower academic standards since integration, (15) lower behavioral standards since integration, (22) lower grades since integration, and (23) objections to busing to schools outside the neighborhood. Hotelling's $T^2$ ($p > .05$) again indicates no significant differences between the groups. Thus, experienced and inexperienced teachers encounter approximately the same number of integration problems identified above. Table 4 presents the means, mean differences, and variances of experienced and inexperienced teachers for items 14, 15, 22, and 23 of the TOI questionnaire. It may be found in the Appendix.

3. Do teachers who maintain a single discipline standard experience fewer problems with Anglo, Afro-American, and Mexican-American children than teachers who attempt to modify the rules?

Items 5, 6, 16, 18, 19, 20, 24, 27, 29, 32, 33, 35, 36, and 37 were used to indicate problems with children. Two statistical analyses (Hotelling's $T^2$) were conducted. The first seven items were tested in the first analysis, and the second seven items in the second. Frequencies for each of three ethnic groups were available for each item. Thus, a test for group differences on 21 means (3 groups X 7 items = 21) was performed in each analysis. Both analyses indicate the groups do differ ($F = 7.218$, 21 and 233 d.f.), but not on any individual item. Therefore, some other combination(s) of item mean differences account(s) for the difference.

Means, mean differences, and variances may be found in Table 5 of the Appendix.

Teachers who maintain a single discipline standard may have fewer problems with students regardless of ethnic group. This is suggested by the fact that 29 means of a possible 42 are smaller for teachers who maintain a single discipline standard.

4. Are teachers who face the most discipline problems the same ones who feel the curriculum needs major revision to meet the needs of the integrated classroom?

The sum of scores on items 32, 33, 36, and 37 was used to rank teachers according to the number of discipline problems they faced. These items specify the following problems: (32) "you can't make me do it" attitude, (33) threatening student responses, (36) problems which made it impossible for the student to conform to standard behavioral expectations, and (37) students seriously disruptive in class. The highest 20 per cent of these teachers and the lowest 17 per cent[1] were selected for comparison with respect to major curriculum revision.

A test of proportions[2] ($p < .05$) indicates the groups are different. Most teachers, regardless of the number of discipline problems encountered, did not favor major curriculum revision. However, a higher proportion (28 per cent vs. 13 per cent) of teachers who have the most numerous discipline problems favor major curriculum revision than teachers with the least number of discipline problems.

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[1] The per cent associated with the lower group is not the same as the per cent associated with the high group because tied scores made cut off points of 20 per cent impractical.

[2] The formula for significant differences between proportions may be found in Computational Handbook of Statistics, J. Bruning and B. Kintz. Scott, Foresman and Co. (1968) p. 199.

Factor analysis was used in this study to identify underlying factors of the T01 questionnaire semantic differential and to simplify tests for differences between comparison groups.

What is factor analysis? It is a technique which takes a number of variables (measures) and expresses them in a new set of variables, fewer in number than the original set, that "hang together" well. It indicates which tests or measures can be added together. Thus, factor analysis is another method of reducing data to make relationships more cogent and useful.

A factor is a hypothetical construct which presumably underlies performance on a measuring instrument. A number of factors have been found to underlie intelligence, for example: abstract reasoning, verbal ability, numerical ability, and others. Similarly factors have been identified for attitude, personality and other measures.

The factors of the T01 questionnaire semantic differential and the bipolar items important[1] in defining the factors are given below.

Think of the 18 bipolar items of the semantic differential as being numbered 1-18 for the Anglo heading, 19-36 for the Mexican-American heading, and 37-54 for the Afro-American heading. The items below refer to these numbers.

Factor 1[2] - Mexican-American Parental Achievement Press--School Attitude Dimension

| Item | Content |
|---|---|
| 19 | understands school program |
| 22 | pushes child to achieve |
| 23 | helps with school work |
| 25 | friendly toward school |
| 27 | easy to contact |
| 29 | high aspirations for children |
| 32 | concern about child's school performance |
| 34 | responsive to teacher suggestions |

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[1]Only items with loadings greater than .4 were used in determining factor names.

[2]It is important to realize that the factor names are only suggestive of the factor content; thus, other names may be as appropriate.

Factor 2 - Anglo Parental Achievement Press--
School Attitude Dimension

| Item | Content |
|---|---|
| 1 | understands school program |
| 4 | pushes child to achieve |
| 5 | helps with school work |
| 7 | friendly toward school |
| 11 | high aspirations for children |
| 14 | concern about child's school performance |
| 16 | responsive to teacher suggestions |
| 17 | powerful in community |

Factor 3 - Afro-American Parental Achievement Press--
School Attitude Dimension

| Item | Content |
|---|---|
| 37 | understands school program |
| 40 | pushes child to achieve |
| 41 | helps with school work |
| 43 | friendly toward school |
| 44 | backs teacher discipline |
| 45 | easy to contact |
| 47 | high aspirations for children |
| 50 | concern about child's school performance |
| 52 | responsive to teacher suggestions |

Factor 4 - Minority (MA and AF-A)[1] Power--
Activity Dimension

| Item | Content |
|---|---|
| 28 | aggressive toward school (MA) |
| 30 | active in school affairs (MA) |
| 35 | powerful in community (MA) |
| 48 | active in school affairs (Af-A) |
| 53 | powerful in community (Af-A) |

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[1]The following abbreviations are used for this section of the study: A-Anglo, MA-Mexican-American, and Af-A--Afro-American.

Factor 5 - Anglo/Mexican-American Integration Dimension

| Item | Content |
|---|---|
| 2 | ethnic assimilation (A) |
| 6 | busing (A) |
| 15 | integration policy support (A) |
| 20 | ethnic assimilation (MA) |
| 24 | busing (MA) |
| 33 | integration policy support (MA) |

Factor 6 - Afro-American Power--
Integration Dimension

| Item | Content |
|---|---|
| 38 | ethnic assimilation |
| 39 | ability to influence school policy |
| 46 | aggression toward school |
| 51 | integration policy support |
| 53 | powerful in community |
| 54 | makes demands on school |

Factor 7 - Minority (Af-A and MA) School Assistance Dimension

| Item | Content |
|---|---|
| 31 | assists with field trips (MA) |
| 36 | makes demands on school (MA) |
| 49 | assists with field trips (Af-A) |

Factor 8 - Anglo School Support Dimension

| Item | Content |
|---|---|
| 8 | backs teacher discipline |
| 9 | easy to contact |

Factor 9 - Anglo Power-Activity Dimension

| Item | Content |
|---|---|
| 3 | able to influence school policy |
| 10 | aggressive toward school |
| 12 | active in school affairs |
| 17 | powerful in community |
| 18 | makes demands on school |

Factor 10 - Minority (Af-A and MA) Knowledge of School Program Dimension

| Item | Content |
|---|---|
| 19 | understands school program (MA) |
| 37 | understands school program (Af-A) |

Factors of the semantic differential bring teacher perceptions of parental ethnic differences into focus once again.[1] The first three factors suggest that the achievement press--school attitude dimension, is uniquely perceived for each ethnic group. Although the items defining each of these factors are approximately the same, teachers associate them in a different way for each ethnic group. Furthermore, factors 4 and 9 illustrate unique Anglo and minority power-activity dimensions. These facts, once again, suggest that teachers see parents of different ethnic groups in a different light. Another unique finding is that teachers perceive integration as a rather pure factor for Anglos and Mexican-Americans, but perceive a power-integration dimension for Afro-Americans. This suggests that power and integration are inextricably associated with teacher perceptions of Afro-American parents.

Factor analysis has allowed us to isolate dimensions associated with the T01 questionnaire semantic differential and to use the resulting factor scores to simplify tests of differences between comparison groups.

The following procedure was used in determining the factors.

From the 54 bipolar semantic differential responses for each teacher (all three semantic differentials were used), an initial factor analysis was generated with liberal constraints. The number of factors in the final solution was determined by the smaller of 18 factors and the number of factors associated with eigen values greater than .5. Thirteen factors were generated as a result. A fairly definite gap in eigen values was noted between the 10th and 11th factors. Thus, a new set of 10 factors was generated which formed the basis of factors and factor scores used in this study.

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[1] Part I of the T01 questionnaire analysis described differences of teacher perceptions of ethnic parental groups.

# APPENDIX

TABLE 1

MEANS, MEAN DIFFERENCES AND VARIANCES OF FACTOR SCORES[1] ASSOCIATED WITH TEACHERS WHO HAD THREE OR MORE MEXICAN-AMERICANS AND THREE OR MORE AFRO-AMERICANS IN THEIR CLASSES AND TEACHERS WHO HAD THREE OR LESS OF EACH MINORITY[2]

| Factor | 3 or more of each | 3 or less of each | Mean Difference | Variance |
|---|---|---|---|---|
| | Mean | Mean | | |
| 1. Mexican-American Parental Achievement Press--School Attitude Dimension | -0.0133 | 0.1413 | -0.1546 | 0.6382 |
| 2. Anglo Parental Achievement Press--School Attitude Dimension | -0.1771 | -0.0927 | -0.0844 | 0.9207 |
| 3. Afro-American Parental Achievement Press--School Attitude Dimension | -0.1325 | 0.0367 | -0.1692 | 1.1915 |
| 4. Minority Power--Activity Dimension | 0.0282 | 0.0109 | 0.0172 | 0.8347 |
| 5. Anglo/Mexican-American Integration Dimension | 0.0442 | -0.0140 | 0.0582 | 0.6995 |
| 6. Afro-American Power--Integration Dimension | -0.1135 | 0.1420 | -0.2555 | 0.7890 |
| 7. Minority School Assistance Dimension | -0.1383 | -0.0863 | -0.0520 | 0.8742 |
| 8. Anglo School Support Dimension | 0.0642 | 0.2986 | -0.2344 | 0.7318 |
| 9. Anglo Power--Activity Dimension | -0.1660 | 0.0774 | -0.2433 | 1.0434 |
| 10. Minority Knowledge of School Program Dimension | -0.0256 | 0.1534 | -0.1791 | 0.6630 |

[1] Those factor scores are associated with teachers' perceptions of parents.

[2] Teachers with three Mexican-Americans and three Afro-Americans were assigned to the first group.

TABLE 2

CONTINGENCY TABLE FOR ITEMS 46, 47 AND 48

| Category | Item 46 Integration for Mexican-Americans | | Item 47 Integration for Afro-Americans | | Item 48 Curriculum Revision | |
|---|---|---|---|---|---|---|
| | Favored | Did Not Favor | Favored | Did Not Favor | Favored | Did Not Favor |
| $G_1$ | 75 | 1 | 70 | 15 | 18 | 72 |
| $G_2$ | 54 | 4 | 48 | 11 | 11 | 52 |

Note:

$G_1$ - teachers who had at least 3 Mexican-Americans and 3 Afro-American students in their classes.

$G_2$ - teachers who had 3 or less of each minority in their classes.

These categories refer only to teachers who responded to items 46, 47, and 48 of the TOI questionnaire. Any teacher not answering a particular item or who answered with no opinion was not used in the analysis for that particular item. For this reason, the frequencies of $G_1$ and $G_2$ are different for each item.

TABLE 3

MEANS, MEAN DIFFERENCES AND VARIANCES OF THE FACTOR SCORES OF EXPERIENCED AND INEXPERIENCED TEACHERS

| Factor | Experienced Teachers | Inexperienced Teachers | Mean Difference | Variance |
|---|---|---|---|---|
| | Mean | Mean | | |
| 1. Mexican-American Parental Achievement Press--School Attitude Dimension | 0.0005 | 0.1357 | -0.1353 | 0.7678 |
| 2. Anglo Parental Achievement Press--School Attitude Dimension | -0.0041 | -0.0968 | 0.0926 | 0.8924 |
| 3. Afro-American Parental Achievement Press--School Attitude Dimension | -0.0563 | 0.1617 | -0.2180 | 0.9053 |
| 4. Minority Power--Activity Dimension | 0.1178 | 0.0731 | 0.0448 | 0.7923 |
| 5. Anglo/Mexican-American Integration Dimension | -0.0214 | 0.1392 | -0.1606 | 0.9452 |
| 6. Afro-American Power--Integration Dimension. | -0.0038 | -0.3490 | 0.3452 | 0.6299 |
| 7. Minority School Assistance Dimension | 0.1036 | 0.0370 | 0.0666 | 0.9121 |
| 8. Anglo School Support Dimension | -0.0201 | 0.0236 | -0.0437 | 1.0512 |
| 9. Anglo Power--Activity Dimension | 0.0017 | -0.0215 | 0.0232 | 0.6140 |
| 10. Minority Knowledge of School Program Dimension | 0.0303 | -0.0593 | 0.0897 | 0.6930 |

TABLE 4

MEANS, MEAN DIFFERENCES, AND VARIANCES OF EXPERIENCED AND INEXPERIENCED TEACHERS' RESPONSES ON ITEMS 14, 15, 22, AND 23 OF THE TOI QUESTIONNAIRE

| Item | Experienced Teachers | Inexperienced Teachers | Mean Difference | Variance |
|---|---|---|---|---|
| | Mean | Mean | | |
| 14. Academic standards lower since integration | 0.526 | 1.000 | -0.474 | 3.548 |
| 15. Discipline standards lower since integration | 0.368 | 0.455 | -0.086 | 1.307 |
| 22. Grades lower since integration | 0.784 | 0.364 | 0.420 | 6.320 |
| 23. Objections to busing | 0.731 | 0.121 | 0.610 | 5.045 |

TABLE 5

MEANS, MEAN DIFFERENCES, AND VARIANCES OF PROBLEMS TEACHERS EXPERIENCE WITH CHILDREN FOR TEACHERS WITH THE MOST PROBLEMS AND TEACHERS WITH THE LEAST PROBLEMS

| Item | Most Problems | Least Problems | Mean Difference | Variance |
|---|---|---|---|---|
| | Mean | Mean | | |
| 5. Child's life experience so limited it created a learning problem. | | | | |
| A | 0.9859 | 0.7419 | 0.2440 | 2.6857 |
| MA | 0.4859 | 0.2796 | 0.2063 | 0.7305 |
| Af-A | 0.7887 | 0.5699 | 0.2188 | 2.4311 |
| 6. Child's vocabulary so limited it created a learning problem. | | | | |
| A | 0.4437 | 0.4301 | 0.0136 | 1.1667 |
| MA | 0.1831 | 0.8710 | -0.6879 | 1.7583 |
| Af-A | 0.8803 | 1.3871 | -0.5068 | 3.2404 |
| 16. Children who claimed you did not treat them fairly. | | | | |
| A | 0.2183 | 0.9785 | -0.7602 | 0.7991 |
| MA | 0.1408 | 0.0968 | 0.0441 | 0.2374 |
| Af-A | 0.3380 | 0.9785 | -0.6405 | 2.6426 |
| 18. Children who called MA students by names with ethnic connotations. | | | | |
| A | 0.8521 | 1.2796 | -0.4275 | 4.9554 |
| MA | 0.7465 | 0.8602 | -0.1137 | 2.9701 |
| Af-A | 0.3803 | 0.4839 | -0.1036 | 0.8356 |
| 19. Children who called A students by names with ethnic connotations. | | | | |
| A | 0.9296 | 0.6022 | 0.3274 | 2.4016 |
| MA | 0.7183 | 0.8710 | -0.1527 | 1.7218 |
| Af-A | 0.2042 | 0.3763 | -0.1721 | 0.4588 |
| 20. Children who called Af-A students by names with ethnic connotations | | | | |
| A | 0.3592 | 1.1505 | -0.7914 | 2.7578 |
| MA | 0.3380 | 0.3871 | -0.0491 | 0.7032 |
| Af-A | 0.4930 | 0.5269 | -0.0339 | 1.5651 |
| 24. Children with low standards of cleanliness. | | | | |
| A | 0.2535 | 0.5914 | -0.3379 | 0.5551 |
| MA | 0.3310 | 0.3011 | 0.0299 | 0.4936 |
| Af-A | 0.2676 | 0.8925 | -0.6249 | 1.2393 |

TABLE 5--Continued

| Item | Most Problems | Least Problems | Mean Difference | Variance |
|---|---|---|---|---|
| | Mean | Mean | | |
| 27. Children from homes in which irregular hours and habits interfered with school work. | | | | |
| A | 1.3803 | 0.7742 | 0.6061 | 4.2305 |
| MA | 0.6620 | 0.2258 | 0.4362 | 0.9272 |
| Af-A | 1.0141 | 0.8495 | 0.1646 | 2.0681 |
| 29. Children who took money, school supplies, or food from other children. | | | | |
| A | 0.6056 | 0.9355 | -0.3299 | 2.1611 |
| MA | 0.5211 | 1.0538 | -0.5326 | 2.3784 |
| Af-A | 0.7042 | 1.5161 | -0.8119 | 1.7974 |
| 32. Children with a "you can't make me do it" attitude. | | | | |
| A | 0.4577 | 0.8602 | -0.4025 | 1.0061 |
| MA | 0.4789 | 0.3548 | 0.1240 | 1.1362 |
| Af-A | 0.6268 | 1.5806 | -0.9539 | 2.8406 |
| 33. Children who, on one or more occasions, responded in a threatening manner. | | | | |
| A | 1.1549 | 1.4086 | -0.2537 | 5.5066 |
| MA | 0.7606 | 1.3763 | -0.6158 | 4.0759 |
| Af-A | 0.5141 | 0.5806 | -0.0666 | 0.8846 |
| 35. Children for whom it was necessary to modify usual academic expectations. | | | | |
| A | 1.1479 | 0.8602 | 0.2877 | 2.5454 |
| MA | 0.5282 | 1.2258 | -0.6976 | 1.9212 |
| Af-A | 0.2042 | 0.6667 | -0.4624 | 0.9431 |
| 36. Children for whom it was necessary to modify usual behavioral expectations. | | | | |
| A | 0.5282 | 1.1398 | -0.6116 | 5.2642 |
| MA | 0.8259 | 0.8280 | -0.0040 | 1.9907 |
| Af-A | 0.7606 | 0.5591 | 0.2014 | 1.2051 |
| 37. Children seriously disruptive in class. | | | | |
| A | 0.2676 | 0.5806 | -0.3130 | 0.5600 |
| MA | 0.4789 | 0.6129 | -0.1340 | 0.9592 |
| Af-A | 0.4507 | 0.6774 | -0.2267 | 1.7660 |

Note:

The following abbreviations are used for this table: A--Anglo, MA--Mexican-American, Af-A--Afro-American.

RIVERSIDE UNIFIED SCHOOL DISTRICT
Riverside, California

DEPARTMENT OF RESEARCH AND EVALUATION
January, 1970

# Abstract
# of
# ANALYSIS OF THE "QUESTIONNAIRE ON EXPERIENCE OF ELEMENTARY SCHOOL TEACHERS WITH SCHOOL DESEGREGATION, SEPTEMBER, 1966 TO MARCH, 1968"[1]

This report tackles four questions: (1) Are the teachers who think integration is not the answer for Mexican-American children the same ones who think it is not the answer for Afro-American children? (2) Do teachers who do not think integration is the answer for Mexican-Americans or Afro-Americans report different experiences with these children than other teachers? (3) Do teachers see Anglo, Mexican-American, and Afro-American parents differently on the semantic differential? (4) What are the relationships between the severity of integration problems by school and each of the following: number of children bused to each school, the socio-economic level of each school, and the number of responding teachers not favoring integration?

Appropriate to question 1, we find:

Most teachers who did not favor integration for Mexican-Americans also did not favor integration for Afro-Americans.

Most teachers who did favor integration for Afro-Americans did favor integration for Mexican-Americans.

Appropriate to question 2, we find:

Teachers who favor integration report different experiences with minority children than teachers who do not favor integration. However, no single item considered accounts for this difference.

Appropriate to question 3, we find:

Teachers very clearly perceive parents of different ethnic groups differently.

Appropriate to question 4, we find:

No verified relationship exists between the severity of integration problems by school and the number of children bused to each school or the socio-economic level of each school or the number of responding teachers who do not favor integration.

---

[1]Funds for this project were granted by the Office of Compensatory Education, California State Department of Education, under provisions of the McAteer Act.

RIVERSIDE UNIFIED SCHOOL DISTRICT
Riverside, California

DEPARTMENT OF RESEARCH AND EVALUATION
January, 1970

# ANALYSIS OF THE "QUESTIONNAIRE ON EXPERIENCE OF ELEMENTARY SCHOOL TEACHERS WITH SCHOOL DESEGREGATION, SEPTEMBER, 1966 TO MARCH, 1968"

McAteer Project M9-14

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## ANALYSIS OF THE "QUESTIONNAIRE ON EXPERIENCE OF ELEMENTARY SCHOOL TEACHERS WITH SCHOOL DESEGREGATION, SEPTEMBER, 1966 TO MARCH, 1968"[1]

The questionnaire used for this analysis, "Questionnaire on Experience of Elementary School Teachers with School Desegregation, September, 1966 to March, 1968," was developed by Dr. Jane Mercer based on problems mentioned by the teachers in the "buzz" sessions held during the summer of 1967, as part of the Riverside School Study. It was designed to gain comparative information on teachers' problems with children and parents of each ethnic group. The questionnaire was distributed in spring 1968, to the 278 elementary school teachers who had sample children in their classes. Two hundred sixty-five of the questionnaires were returned.

The questionnaire may be found in Appendix A of this report and subsequently will be referred to as questionnaire T01. Data pertinent only to the 1967-1968 school year were used.

The questions to be answered follow.

1. <u>Are the teachers who think integration is not the answer for Mexican-American children the same ones who think it is not the answer for Afro-American children</u>?

Item 46 and 47 are pertinent to this question. Any teacher not completing both questions was not used in this frequency table. In addition, no subject marking "no opinion" was used. Thus, 203 of the 265 questionnaires were used.

Teachers were divided into four categories: Category $A_1$ consisted of teachers who favored integration for Mexican-Americans, $A_2$ of those who did not favor integration for Mexican-Americans; $B_1$ consisted of teachers who favored integration for Afro-Americans, and $B_2$ of those who did not favor integration for Afro-Americans.

Thus:

Variables: A: Mexican-Americans (MA)
$A_1$ favored integration for MA
$A_2$ did not favor integration for MA

B: Afro-Americans (AA)
$B_1$ favored integration for AA
$B_2$ did not favor integration for AA

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[1]Funds for this project were granted by the Office of Compensatory Education, California State Department of Education, under provisions of the McAteer Act.

Table 1 shows that 169 teachers of the 203 sampled teachers (more than 83 per cent) favored integration for both Afro-American and Mexican-American ($A_1B_1$). It may be further noted that teachers who did not favor integration for Mexican-Americans also tended not to favor integration for Afro-Americans--seven of the 11 teachers (64 per cent) who did not favor integration for Mexican-Americans also did not favor integration for Afro-Americans. On the other hand, nearly 77 per cent (23/30) of those teachers who did not favor integration for Afro-Americans favored integration for Mexican-Americans. Thus, there is a tendency for those who do not favor integration for Afro-Americans to <u>favor</u> integration for Mexican-Americans.

TABLE 1

FREQUENCY CHART

| Category | $B_1$ | $B_2$ |
|---|---|---|
| $A_1$ | 169 | 23 |
| $A_2$ | 4 | 7 |

Note:
The numbers in the boxes indicate the frequency for each category, i.e., $A_1B_2$ = 23 teachers.

2. <u>Do teachers who do not think integration is the answer for Mexican-Americans or Afro-Americans, report different experiences with these children than other teachers</u>?

The category of those who favor integration is now defined as those teachers associated with category $A_1B_1$ above (169). The category of those who do not favor integration is defined as those teachers associated with categories $A_1B_2$, $A_2B_1$, and $A_2B_2$ (34 in all). Thus, those who do not favor integration for either Mexican-Americans or Afro-Americans or both represent the category "not for integration." This grouping was necessary to provide an adequate number of responses in the "not for integration" category to allow meaningful analysis.

There are 29 items which deal with teacher experiences with children (4-8, 13, 16, 18-21, 24-33, 35-42) in the T01 questionnaire.

To determine whether or not these two groups differed on the basis of the pertinent 29 items, a multivariate "t-test" (Hotellings $T^2$) was used. Apparently the group responses are different ($p<.05$), but no single item provides means which are significantly different. This indicates that some combination of item mean differences accounts for the difference between groups. Unfortunately, the particular combination(s) which account(s) for

this difference could be obtained only by examining all possible combinations, a figure in the billions. Suffice it to say that no significant differences exist between the groups on individual item means.

Group means and mean differences are given in Table 2.

TABLE 2

MEANS AND MEAN DIFFERENCES OF TEACHERS FAVORING AND NOT FAVORING INTEGRATION

| Item | Favoring Integration | Not Favoring Integration | Mean Difference |
|---|---|---|---|
| | Mean | Mean | |
| 4 | 2.894 | 2.909 | .015 |
| 5 | 2.136 | 2.152 | .015 |
| 6 | 2.408 | 2.121 | -.287 |
| 7 | 0.308 | 0.424 | .117 |
| 8 | 0.112 | 0.667 | .555 |
| 13 | 0.515 | 0.515 | .000 |
| 16 | 0.160 | 0.333 | .174 |
| 18 | 0.805 | 1.061 | .255 |
| 19 | 0.805 | 0.546 | -.259 |
| 20 | 0.823 | 0.970 | .147 |
| 21 | 1.178 | 1.235 | .057 |
| 24 | 0.503 | 0.529 | .026 |
| 25 | 0.249 | 0.324 | .075 |
| 26 | 0.414 | 0.206 | -.208 |
| 27 | 1.219 | 1.118 | -.102 |
| 28 | 0.432 | 0.529 | .097 |
| 29 | 0.947 | 0.941 | -.006 |
| 30 | 1.604 | 1.706 | .101 |
| 31 | 0.385 | 0.706 | .320 |
| 32 | 0.899 | 1.091 | .192 |
| 33 | 0.337 | 0.485 | .148 |
| 35 | 1.734 | 1.546 | -.188 |
| 36 | 0.947 | 1.364 | .417 |
| 37 | 1.154 | 1.455 | .301 |
| 38 | 0.911 | 0.879 | -.032 |
| 39 | 1.615 | 1.667 | .052 |
| 40 | 2.024 | 1.970 | -.054 |
| 41 | 1.284 | 1.364 | .080 |
| 42 | 1.775 | 1.818 | .043 |

3. Do teachers see Anglo, Mexican-American, and Afro-American parents differently on the semantic differential?

The semantic differential used for this analysis consists of 18 bipolar items designed to tap teachers' perceptions[2] of different ethnic parent groups.

Discriminant analysis was used and results indicate that teachers do very clearly perceive parents of different ethnic groups differently. A short explanation of the technique may be found in Appendix B.

Knowing that teachers' perceptions of different ethnic groups are different, the items which most effectively differentiate the three groups are shown in Table 3.

TABLE 3

MEANS AND VARIANCES OF TEACHER PERCEPTIONS BY ITEM

| Item | Anglo | Mexican-American | Afro-American | Associated Variance |
|---|---|---|---|---|
| 1 | 5.434 | 3.509 | 3.989 | 1.699 |
| 2 | 4.497 | 3.823 | 4.829 | 1.820 |
| 3 | 4.674 | 3.360 | 4.314 | 1.989 |
| 4 | 4.960 | 3.606 | 4.269 | 2.074 |
| 5 | 5.154 | 3.360 | 3.960 | 1.919 |
| 6 | 4.017 | 4.371 | 4.771 | 1.690 |
| 7 | 5.549 | 5.029 | 4.651 | 1.586 |
| 8 | 5.103 | 4.977 | 4.589 | 1.982 |
| 9 | 5.320 | 3.480 | 4.034 | 2.260 |
| 10 | 3.909 | 4.800 | 3.789 | 1.306 |
| 11 | 5.543 | 4.006 | 4.571 | 1.535 |
| 12 | 4.754 | 2.251 | 2.703 | 1.666 |
| 13 | 4.937 | 3.326 | 3.663 | 2.912 |
| 14 | 5.560 | 4.434 | 4.857 | 1.792 |
| 15 | 4.703 | 4.497 | 5.206 | 1.366 |
| 16 | 5.606 | 4.343 | 4.549 | 1.878 |
| 17 | 4.783 | 2.709 | 3.229 | 1.703 |
| 18 | 3.623 | 5.023 | 3.983 | 1.896 |

[2] In this study a teacher's perception of a particular ethnic parent group is determined by the set of scores associated with the 18 items of the semantic differential. Thus, for each teacher we have three perceptions--one for each ethnic parent group. The problem is to determine whether or not teachers as a collective perceive parents of the three ethnic groups differently on the basis of the 18 item semantic differential.

The best single discriminating item is 17 (power in the community). This is determined by noting that the means of the three groups on item 17 are relatively far apart and the associated variance is relatively small. This item indicates that teachers perceive Anglo parents as most powerful in the community and Mexican-Americans as least powerful.

Item 1 is nearly as effective at discriminating between the three groups as item 17 (means relatively far apart and small variance). It indicates that teachers perceive Anglo parents as understanding the school program best, while perceiving Mexican-American parents as understanding the school program least.

Item 12 discriminates more strongly than either of the above items. The reason item 12 was not selected as the most effective discriminator is simply because it only differentiates effectively teacher perceptions of Anglo parents from minority parents, but does not effectively differentiate between the two minority groups. The item shows teachers perceive Anglo parents as most active in school affairs. Afro-Americans and Mexican-Americans are perceived as much less active.

Item 10 also provides very good discriminating power. It indicates that teachers perceive Afro-American parents as the most aggressive toward the schools and Mexican-American parents as least aggressive. (Note: Little difference exists between Afro-American and Anglo means.)

Items 2, 3, 4, 5, 9, 11, 14, 15, 16, and 18 provide information which is still valuable in discriminating between teacher perceptions of ethnic parent groups. The remaining items 6, 7, 8, and 13 provide nothing of value to discriminate between groups.

Item 2 indicates teachers perceive Afro-American parents as the group most desirous of assimilation with other groups and Mexican-American parents are perceived as least desirous of assimilation.

Item 3 indicates that teachers perceive Anglo parents as most influential in school policy and Mexican-Americans as least influential.

Item 4 indicates that teachers perceive that Anglo parents push their children to achieve more than the other ethnic groups. Mexican-American parents are perceived as pushing the least.

Item 5 indicates that Anglo parents help their children with school work more than the other ethnic groups. Mexican-American parents are perceived as helping their children with school work least.

Item 9 indicates that teachers perceive Anglo parents as being by far the easiest to contact and Mexican-American parents as most difficult to contact.

Item 11 shows teachers perceive Anglo parents as having the highest aspirations for their children and Mexican-American parents as having the lowest aspirations for their children.

Item 14 shows teachers perceive Anglo parents as most concerned about their children's school performance and Mexican-American parents as least concerned.

Item 15 shows teachers perceive Afro-American parents as most supportive of school integration policy and Mexican-American parents as least supportive.

Item 16 indicates that teachers perceive Anglo parents as most responsive to teacher notes and suggestions and Mexican-American parents as least responsive.

Item 18 indicates teachers perceive Mexican-American parents as making the least demands on the school and Anglo parents as making the most. However, Afro-American parents are not far behind Anglo parents in making demands on the school.

In summary, we find teachers associate the following characteristics with

A. Afro-American Parents

1. Most desirous of assimilation with other groups.
2. Most aggressive toward the school.
3. Most supportive of the school's integration policy.

B. Anglo Parents

1. Understand school program best.
2. Most able to influence school policy.
3. Push their children most to achieve.
4. Help their children most with school work.
5. Easiest to contact.
6. Highest aspirations for children.
7. Most active in school affairs.
8. Most concerned with their child's school performance.
9. Most responsive to teacher's notes and suggestions.
10. Most powerful in the community.
11. Make the most demands on the school.

C. Mexican-American Parents

1. Understand school program least.
2. Least desirous of assimilation with other groups.
3. Least able to influence school policy.
4. Push their children least with school work.
5. Help their children least with school work.
6. Most difficult to contact.
7. Least aggressive toward school.
8. Lowest aspirations for children.
9. Least active in school affairs.
10. Least concerned with their child's school performance.
11. Least supportive of school integration policy.
12. Least responsive to teacher's notes and suggestions.
13. Make the least demands on the school.

4. Which receiving schools seem to see the problems of integration as less severe? Which as more severe?

Items 14, 15, 22, and 23 of the TOI questionnaire seem appropriate. These items specify the following problems: (14) lower academic standards since integration; (15) lower behavioral and/or discipline standards since integration; (22) lower grades after integration; (23) objections to busing to schools outside neighborhood. Appendix C contains the procedures used to determine the relative severity of integration problems in the schools.

To facilitate answering the questions of interest, the schools were ranked according to (1) severity of integration problems, (2) the number of bused children going to the school, (3) the ratio of bused children[3] to school population, (4) the socio-economic level[4] of the school, and (5) the number of responding teachers not favoring integration.

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[3]The rankings of the schools by number bused and by socio-economic level were obtained from the Research and Evaluation Department, Riverside Unified School District, and will not be found on the TOI questionnaire.

[4]Socio-economic level here is defined by occupation of head of household (U.S. Bureau of the Census Classification of Occupations).

TABLE 4

SCHOOL RANKINGS

| School | Based on Severity of Integration Problems[a] | Based on Number of Bused Children | Based on Ratio of Bused Children To School Pepulation | Based on Socio-Economic Level[b] | Based on Number of Teachers Not Favoring Integration[c] |
|---|---|---|---|---|---|
| Liberty | 1 | 9 | 10 | 11 | 10 (0) |
| Magnolia | 2 | 6 | 7 | 3 | 2.5 (4) |
| Palm | 3 | 10 | 8 | 5.5 | 5 (3) |
| Monroe | 4 | 3 | 5 | 9 | 5 (3) |
| Victoria | 5 | 5 | 2 | 2 | 5 (3) |
| Pachappa | 6 | 8 | 6 | 8 | 10 (0) |
| Jefferson | 7 | 2 | 4 | 7 | 1 (6) |
| Adams | 8 | 4 | 3 | 10 | 10 (0) |
| Bryant | 9 | 11 | 11 | 5.5 | 8 (1) |
| Jackson | 10 | 1 | 1 | 4 | 7 (2) |
| Alcott | 11 | 7 | 9 | 1 | 2.5 (4) |

[a]A ranking of 1 indicates the most problems; 11 the least.

[b]Low score equals high socio-economic level.

[c]Number in parenthesis is the number of teachers in that school who responded as not favoring integration to the TOI questionnaire.

Questions of interest:

A. Do receiving schools which seem to have more integration problems, also have more bused children?

The correlation[5] ($r_s$ = -.2545) associated with this question is not significantly different from zero ($\alpha$ =.05). However, it is in the direction which would indicate the more bused students a school has the fewer its reported integration problems. This seems to be particularly true of Jackson School.

B. Are the schools with more severe integration problems also the the ones in higher socio-economic neighborhoods?

The correlation associated with this question ($r_s$ = -.3522) is in a direction which would indicate the higher the socio-economic level of the school the fewer the integration related problems reported.

---

[5]Nonparametric Spearman rank correlation coefficients have been used.

C. <u>Do the schools with the most severe integration problems have more teachers who do not think integration is the answer?</u>

No relationship ($r_s$ = .0249) between the number of teachers a school has which do not favor integration and the severity of integration problems is apparent. If a relationship exists, it is obscured by the small number of teachers reported not to favor integration and the small number of schools involved in the comparison.

All of the above correlations are not significant ($\alpha$ = .05) and any hypothesized relationship should be carefully considered.

# APPENDIX A

## QUESTIONNAIRE ON EXPERIENCE OF ELEMENTARY SCHOOL TEACHERS WITH SCHOOL DESEGREGATION

Questionnaire on Experience of Elementary School Teachers with School Desegregation
September, 1966 to March, 1968

Column

1. Grade Level Taught in 1966-67 (Check proper response) 1
_____ 1 Primary (K,1,2,3)
_____ 2 Intermediate (4,5,6)
_____ 3 Team Teaching or Ungraded (Mainly Primary K-3)
_____ 4 Team Teaching or Ungraded (Mainly Intermediate 4-6)
_____ 5 If you did not teach in a Riverside elementary school or taught at Casa Blanca School, please check "5"

2. Grade Level Taught in 1967-68 (Check proper response) 2
_____ 1 Primary (K,1,2,3)
_____ 2 Intermediate (4,5,6)
_____ 3 Team Teaching or Ungraded (Mainly Primary K-3)
_____ 4 Team Teaching or Ungraded (Mainly Intermediate 4-6)

3. Average Number of Children of Each Ethnic Group You Taught in 1966-67
(Write number in space. If none, write "0". If you were a team teacher or ungraded, include all the children you taught.)
_____ Anglo (English-speaking, Caucasian) 3-5
_____ Mexican 6-8
_____ Negro 9-11
_____ Other (Oriental, Indian, etc.) 12-14

999 If you did not teach in a Riverside elementary school in 1966-67 or taught at Casa Blanca School, circle the "999"

4. Average Number of Children of Each Ethnic Group You Taught in 1967-68
(Write number in space. If none, write "0". If you were a team teacher or ungraded, include all the children you are teaching.)
_____ Anglo 15-17
_____ Mexican 18-20
_____ Negro 21-23
_____ Other (Oriental, Indian, etc.) 24-26

5. Your Sex: 27
_____ 1 Male
_____ 2 Female

6. Your Ethnic Heritage: 28
_____ 1 Anglo
_____ 2 Mexican
_____ 3 Negro
_____ 4 Other (Oriental, Indian, etc.)

7. Number of years you have taught elementary school, counting this year. _____ 29-30

8. Number of years experience you have had with Negro children in your class. _____ 31-32

9. Number of years experience you have had with Mexican children in your class. _____ 33-34

Skip 35-75

01 T01 76-80

We would like you to look at your class lists for 1966-67 and for 1967-68 while answering the following questions. Please think about all the children on these class lists as you make your responses and report only the situations and experiences you have had with the children in your group. (In case of team teachers, the group of children you have personally taught will be larger than in the self-contained classroom.) Those who taught at Casa Blanca in 1966-67 or who are new to Riverside this year will report only for this year, 1967-68. All others will report on their children for both 1966-67 and 1967-68.

Report only your own experiences. This will avoid duplicate reporting of the same incidents.

In each question, we are asking you to report the number of your children or your parents who fit the description given in the question. Please do not record the number of times an incident occurred but only the number of persons who fit the description. If none of your children or parents fit the description in a given question, please place a "0" in the space. PLEASE do not leave any blanks.

**Personal Experiences with Your Children or Parents**

Ethnic Group
Record Number of Individual
Parents or Children

1966-67 * 1967-68

| | Anglo | Mex. | Negro | Anglo | Mex. | Negro | |
|---|---|---|---|---|---|---|---|
| 1. Number of your parents who could not give their children much assistance with academic work because they had little education themselves. | ___ | ___ | ___ | ___ | ___ | ___ | 1-12 |
| 2. Number of your parents who pushed their children to achieve beyond their capabilities academically. | ___ | ___ | ___ | ___ | ___ | ___ | 13-25 |
| 3. Number of your parents who did not urge their children to achieve nor motivate them to study. | ___ | ___ | ___ | ___ | ___ | ___ | 26-38 |
| 4. Number of your children with almost no books, magazines, encyclopedia or other resources at home. | ___ | ___ | ___ | ___ | ___ | ___ | 39-51 |
| 5. Number of your children whose life experience is so limited that it created a problem in learning in class. | ___ | ___ | ___ | ___ | ___ | ___ | 52-64 |
| 6. Number of your children with vocabularies so limited it reduced their ability to do school work. | ___ | ___ | ___ | ___ | ___ | ___ | Skip 65-75<br>02 T01 76-80<br>1-12 |
| 7. Number of your children you happen to know about who invited a member of another ethnic group to their home for parties. | ___ | ___ | ___ | ___ | ___ | ___ | 13-25 |
| 8. Number of your children you happen to know about who had parties and did not invite any child of another ethnic group. | ___ | ___ | ___ | ___ | ___ | ___ | 26-38 |
| 9. Number of your parents who opposed including a child of another ethnic group in a Brownie Troop, Cub Den, or other after school activity. | ___ | ___ | ___ | ___ | ___ | ___ | 39-51 |
| 10. Number of your parents who encouraged children of other ethnic groups to join Brownie Troops, Cub Dens, and other after school activities. | ___ | ___ | ___ | ___ | ___ | ___ | 52-64 |
| 11. Number of your parents who protested folk dancing or other types of social contact with children of other ethnic groups. | ___ | ___ | ___ | ___ | ___ | ___ | Skip 65-75<br>03T01 76-80<br>1-12 |
| 12. Number of your parents who protested having their child work on a project or committee with a child of another ethnic group. | ___ | ___ | ___ | ___ | ___ | ___ | 13-25 |
| 13. Number of your children who invited a child of another ethnic group to their homes for visits, overnight, etc. | ___ | ___ | ___ | ___ | ___ | ___ | 26-38 |
| 14. Number of your parents who complained that they believe academic standards are lower since integration. | ___ | ___ | ___ | ___ | ___ | ___ | 39-51 |
| 15. Number of your parents who complained that they believe behavioral and/or discipline standards are lower since integration. | ___ | ___ | ___ | ___ | ___ | ___ | 52-64 |
| 16. Number of your children who claimed that you did not treat them fairly, did not "like them," etc. because of their ethnic background. | ___ | ___ | ___ | ___ | ___ | ___ | Skip 65-75<br>04 T01 76-80<br>1-12 |
| 17. Number of your parents who, directly or indirectly, accused you of not treating their child fairly because of his ethnic background. | ___ | ___ | ___ | ___ | ___ | ___ | 13-25 |

* Casa Blanca teachers in 1966-67 and teachers new to the district this year will leave this blank.

## Personal Experiences with Your Children or Parents

| | Ethnic Group Record Number of Individual Parents or Children | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1966-67 | | | 1967-68 | | | |
| | Anglo | Mex. | Negro | Anglo | Mex. | Negro | Column |
| 18. Number of your children who have called Mexican students by names with racial or ethnic connotations. (Remember, children may call a member of their own group by a racial name.) | ___ | ___ | ___ | ___ | ___ | ___ | 26-38 |
| 19. Number of your children who have called Anglo students by names with racial or ethnic connotations. | ___ | ___ | ___ | ___ | ___ | ___ | 39-51 |
| 20. Number of your children who have called Negro students by names with racial or ethnic connotations. | ___ | ___ | ___ | ___ | ___ | ___ | 52-64 |
| 21. Number of your children whose parents never contacted you and with whom you never had any exchange of notes, phone calls, conversations or other forms of contact. | ___ | ___ | ___ | ___ | ___ | ___ | Skip 65-75<br>05 T01 76-80<br>1-12 |
| 22. Number of your parents who complained that their child's grades were significantly lower after integration. | ___ | ___ | ___ | ___ | ___ | ___ | 13-25 |
| 23. Number of your parents who have told you that they object to or would object to having their own children bused to another school outside the neighborhood. | ___ | ___ | ___ | ___ | ___ | ___ | 26-38 |
| 24. Number of your children who had such low standards of cleanliness that their appearance, odor, or poor grooming became a problem. | ___ | ___ | ___ | ___ | ___ | ___ | 39-51 |
| 25. Number of your children with evident health problems, i.e. untreated sores, head lice, chronic colds, etc. | ___ | ___ | ___ | ___ | ___ | ___ | 52-64<br>Skip 65-75<br>06 T01 76-80 |
| 26. Number of your children who were inadequately clothed. | ___ | ___ | ___ | ___ | ___ | ___ | 1-12 |
| 27. Number of your children from homes in which irregular hours and habits interfered with the child's ability to do school work. | ___ | ___ | ___ | ___ | ___ | ___ | 13-25 |
| 28. Number of your children from homes in which physical discipline is severe and harsh. | ___ | ___ | ___ | ___ | ___ | ___ | 26-38 |
| 29. Number of your children who took money or school supplies or food from other children's lunches. | ___ | ___ | ___ | ___ | ___ | ___ | 39-51 |
| 30. Number of your children who engaged in very rough and aggressive kinds of play. | ___ | ___ | ___ | ___ | ___ | ___ | 52-64<br>Skip 65-75<br>07 T01 76-80 |
| 31. Number of your children who were repeatedly without lunch money or a sack lunch when noontime came. | ___ | ___ | ___ | ___ | ___ | ___ | 1-12 |
| 32. Number of your children who had a resentful "you can't make me do it" "chip on the shoulder" attitude toward school. | ___ | ___ | ___ | ___ | ___ | ___ | 13-25 |
| 33. Number of your children who, on one or more occasions, responded in such a way that you regarded the situation as threatening or fearful. | ___ | ___ | ___ | ___ | ___ | ___ | 26-38 |
| 34. Number of your parents with whom you have had encounters which you interpreted as threatening or fearful. | ___ | ___ | ___ | ___ | ___ | ___ | 39-51 |
| 35. Number of your children for whom you found it necessary to modify your usual academic expectations because you felt they had emotional or other problems which made it impossible for them to meet the usual standards. | ___ | ___ | ___ | ___ | ___ | ___ | 52-64<br>Skip 65-75<br>08 T01 76-80 |
| 36. Number of your children for whom you found it necessary to modify your usual behavioral expectations because you felt they had emotional or other problems which made it impossible for them to conform. | ___ | ___ | ___ | ___ | ___ | ___ | 1-12 |
| 37. Number of your children who have been seriously disruptive in class. | ___ | ___ | ___ | ___ | ___ | ___ | 13-25 |
| 38. Number of your children who have been so shy and withdrawn it was difficult to teach them. | ___ | ___ | ___ | ___ | ___ | ___ | 26-38 |
| 39. Number of your children who showed little or no interest in or motivation for school work. | ___ | ___ | ___ | ___ | ___ | ___ | 39-51 |
| 40. Number of your children who made a really significant improvement in their academic performance during the year. | ___ | ___ | ___ | ___ | ___ | ___ | 52-64<br>Skip 65-75<br>09 T01 76-80 |
| 41. Number of your children who made a really significant improvement in their behavior in the classroom and on the playground during the year. | ___ | ___ | ___ | ___ | ___ | ___ | 1-12 |
| 42. Number of your children who made a really significant improvement in their social skills and interaction with their classmates. | ___ | ___ | ___ | ___ | ___ | ___ | 13-25<br>Skip 26-75<br>10 T01 76-80 |

## Negro Parent



| | | | |
|---|---|---|---|
| understands school program | :____:____:____:____:____:____:____: | doesn't understand school program | 37 |
| wants to assimilate with other groups | :____:____:____:____:____:____:____: | doesn't want to assimilate with other groups | 38 |
| not able to influence school policy | :____:____:____:____:____:____:____: | able to influence school policy | 39 |
| pushes child to achieve | :____:____:____:____:____:____:____: | doesn't push child to achieve | 40 |
| helps child with school work | :____:____:____:____:____:____:____: | doesn't help child with school work | 41 |
| not favorable to busing | :____:____:____:____:____:____:____: | favorable to busing | 42 |
| friendly toward school | :____:____:____:____:____:____:____: | hostile toward school | 43 |
| doesn't back up teacher's discipline | :____:____:____:____:____:____:____: | backs up teacher's discipline | 44 |
| hard to contact | :____:____:____:____:____:____:____: | easy to contact | 45 |
| aggressive toward school | :____:____:____:____:____:____:____: | passive toward school | 46 |
| high aspirations for children | :____:____:____:____:____:____:____: | low aspirations for children | 47 |
| active in school affairs | :____:____:____:____:____:____:____: | not active in school affairs | 48 |
| doesn't assist with field trips, programs, etc. | :____:____:____:____:____:____:____: | assists with field trips, programs, etc. | 49 |
| concerned about child's school performance | :____:____:____:____:____:____:____: | not concerned with child's school performance | 50 |
| supports integration policy of the school | :____:____:____:____:____:____:____: | opposes integration policy of the school | 51 |
| responds to teacher's notes and suggestions | :____:____:____:____:____:____:____: | doesn't respond to teacher's notes and suggestions | 52 |
| powerful in the community | :____:____:____:____:____:____:____: | not powerful in the community | 53 |
| doesn't make demands on school | :____:____:____:____:____:____:____: | makes demands on school | 54 |

A broad range of opinions was expressed by teachers concerning various school policies and practices. We have attempted to reproduce these various positions as accurately as possible in the following statements. Would you please check the position that most nearly coincides with your own feelings on each of these issues.

43. Discipline

_____1 There should be one set of behavioral rules and one set of sanctions. All children should be expected to meet the same standards of behavior. When they do not meet those standards, then the consequences should be the same for everyone.

_____2 Children who come from different backgrounds cannot be expected to conform to the same behavioral rules and it is necessary to take this into account in each situation and modify the rules and sanctions when it seems best.

_____3 This is an issue I have not resolved in my own thinking.

55

44. Academic Grading Standards

_____1 Grading should be relative to the child's ability and background. All children should not be expected to meet the same academic standards and a child who is working up to his best ability should get a high grade even though he would not rate high in comparison with other class members.

_____2 Grading should be based on a "normal curve" and a child's performance should be judged essentially in relation to that of other children his age in a particular subject.

_____3 This is an issue I have not yet resolved in my own thinking.

56

45. Grouping

_____1 Children learn best when they are grouped with others of about the same proficiency in a given subject. Scheduling should be based on this principle whenever feasible.

_____2 Children learn best when grouping is heterogeneous and the more advanced students are mixed with the less advanced. This helps the poor students learn from those who are more apt and makes for a better educational experience.

_____3 This is an issue I have not yet resolved in my own thinking.

57

46. In Regard to the Integration of the Mexican-American Child

_____1 Mexican children have a rich cultural heritage and language of their own. Integration is likely to disrupt the Mexican child's ties to his heritage and his ethnic community. Therefore, it would be better for him if he were in an elementary school close to his own home and in his own community.

_____2 In view of the fact that the Mexican child comes from a rich cultural heritage, every effort should be made to preserve his language and culture. However, it is best that he be in an integrated school setting, away from his own community.

_____3 Although the Mexican child comes from a rich cultural heritage, the language and values of that heritage tend to interfere with assimilation into American society. Therefore, it is best if he attends an integrated school that emphasizes primarily the language, customs, and heritage of American society.

_____4 This is an issue I have not yet resolved in my own thinking.

58

47. In Regard to the Integration of the Negro Child

_____1 It is important for Negro children to have equal educational opportunities but this could be better accomplished if they were provided an enriched compensatory education program in their own neighborhood schools rather than by being bused to distant elementary schools.

_____2 It is important for Negro children to have equal educational opportunities and, even though the present integration policy has some drawbacks, it is still the best way to accomplish the goal.

_____3 This is an issue I have not yet resolved in my own thinking.

59

48. Curriculum Changes and Integration

_____1 The curriculum used in my grade does not need modification for Negro and Mexican children. Although it could be improved in general, these improvements would have nothing to do with integration.

_____2 The curriculum used in my grade is essentially sound. It could stand some additional pictures and materials about Mexican and Negro contributions to American life but doesn't need any major changes specifically for integration.

_____3 The curriculum used in my grade needs some major revisions if it is to meet the needs of the integrated classroom.

_____4 This is an issue I have not yet resolved in my own thinking.

60

49. Treatment of Racial and Ethnic Issues in the Elementary Classroom.

_____1 Discussion of racial and ethnic issues which arise in history and social studies---such as slavery, the Civil War, African culture---tends to make children more aware of their ethnic differences and causes difficulties in the classroom. Such discussions should be postponed until the children are older and more able to cope with the complex issues involved.

61

_____2 Discussion of racial and ethnic issues as they arise in history and social studies is desirable even in the elementary school. Since children live in a multi-racial society, they need to know about slavery, the Civil War, etc. and these issues should not be avoided or postponed until later.

_____3 This is an issue I have not yet resolved in my own thinking.

Skip 62-75
Card 11 76-7
Deck T01 78-8

We wish to know what kinds of experience teachers have generally had with parents. Teacher interviews revealed that teachers had different kinds of experience with parents from the three ethnic groups and described them using the phrases below. Based on your contacts with parents from the three ethnic groups, please place an "x" on the place on each line which best describes your experience in relation to that characteristic. For example, if you found parents of a particular group "understand school program," you would place an "x" near that end of the line. If you found they generally "don't understand school program," you would place an "x" on that end of the line. If they are somewhere between the two extremes, you would place the "x" somewhere near the middle of the line. Do not ponder too long over individual decisions but record your first general impression.

Anglo Parent

Card 11 Column

| | | | |
|---|---|---|---|
| understands school program | :___:___:___:___:___:___:___: | doesn't understand school program | 1 |
| wants to assimilate with other groups | :___:___:___:___:___:___:___: | doesn't want to assimilate with other groups | 2 |
| not able to influence school policy | :___:___:___:___:___:___:___: | able to influence school policy | 3 |
| pushes child to achieve | :___:___:___:___:___:___:___: | doesn't push child to achieve | 4 |
| helps child with school work | :___:___:___:___:___:___:___: | doesn't help child with school work | 5 |
| not favorable to busing | :___:___:___:___:___:___:___: | favorable to busing | 6 |
| friendly toward school | :___:___:___:___:___:___:___: | hostile toward school | 7 |
| doesn't back up teacher's discipline | :___:___:___:___:___:___:___: | backs up teacher's discipline | 8 |
| hard to contact | :___:___:___:___:___:___:___: | easy to contact | 9 |
| aggressive toward school | :___:___:___:___:___:___:___: | passive toward school | 10 |
| high aspirations for children | :___:___:___:___:___:___:___: | low aspirations for children | 11 |
| active in school affairs | :___:___:___:___:___:___:___: | not active in school affairs | 12 |
| doesn't assist with field trips, programs, etc. | :___:___:___:___:___:___:___: | assists with field trips, programs, etc. | 13 |
| concerned about child's school performance | :___:___:___:___:___:___:___: | not concerned with child's school performance | 14 |
| supports integration policy of the school | :___:___:___:___:___:___:___: | opposes integration policy of the school | 15 |
| responds to teacher's notes and suggestions | :___:___:___:___:___:___:___: | doesn't respond to teacher's notes and suggestions | 16 |
| powerful in the community | :___:___:___:___:___:___:___: | not powerful in the community | 17 |
| doesn't make demands on school | :___:___:___:___:___:___:___: | makes demands on school | 18 |

Mexican Parent

| | | | |
|---|---|---|---|
| understands school program | :___:___:___:___:___:___:___: | doesn't understand school program | 19 |
| wants to assimilate with other groups | :___:___:___:___:___:___:___: | doesn't want to assimilate with other groups | 20 |
| not able to influence school policy | :___:___:___:___:___:___:___: | able to influence school policy | 21 |
| pushes child to achieve | :___:___:___:___:___:___:___: | doesn't push child to achieve | 22 |
| helps child with school work | :___:___:___:___:___:___:___: | doesn't help child with school work | 23 |
| not favorable to busing | :___:___:___:___:___:___:___: | favorable to busing | 24 |
| friendly toward school | :___:___:___:___:___:___:___: | hostile toward school | 25 |
| doesn't back up teacher's discipline | :___:___:___:___:___:___:___: | backs up teacher's discipline | 26 |
| hard to contact | :___:___:___:___:___:___:___: | easy to contact | 27 |
| aggressive toward school | :___:___:___:___:___:___:___: | passive toward school | 28 |
| high aspirations for children | :___:___:___:___:___:___:___: | low aspirations for children | 29 |
| active in school affairs | :___:___:___:___:___:___:___: | not active in school affairs | 30 |
| doesn't assist with field trips, programs, etc. | :___:___:___:___:___:___:___: | assists with field trips, programs, etc. | 31 |
| concerned about child's school performance | :___:___:___:___:___:___:___: | not concerned with child's school performance | 32 |
| supports integration policy of the school | :___:___:___:___:___:___:___: | opposes integration policy of the school | 33 |
| responds to teacher's notes and suggestions | :___:___:___:___:___:___:___: | doesn't respond to teacher's notes and suggestions | 34 |
| powerful in the community | :___:___:___:___:___:___:___: | not powerful in the community | 35 |
| doesn't make demands on school | :___:___:___:___:___:___:___: | make demands on school | 36 |

# APPENDIX B

# DISCRIMINANT ANALYSIS

## DISCRIMINANT ANALYSIS

This technique takes the scores for each group and generates functions which maximize group differences and performs a statistical test of these differences. The test (Mahalanobis $D^2 - \chi^2 = 887.55$, 36 d.f.) of this report indicates very, very strongly ($p << .001$) that teacher perceptions of the three ethnic parent groups differ. The technique then acts as though knowledge of the ethnic group to which each set of 18 scores is associated is not known and assigns each set of scores to a particular group on the basis of probability. That is, if the set of scores looks more like the scores associated with Mexican-American parents, the function assigns that set of scores to the Mexican-American group whether or not it actually belongs there. The discrepancy between the assignment of perceptions to the groups and the actual groups to which the perceptions belong is a measure of how different the groups are. If the groups are very similar, the generated functions will make many classification errors. If the groups are very different, the functions will make few errors in classification. As can be seen in Figure 1 below, the generated functions are very effective in assigning perceptions to the correct ethnic group.

Associated Discriminant Functions

| Perceived Ethnic Group | Anglo | Mexican-American | Afro-American | Total | % Correctly Assigned |
|---|---|---|---|---|---|
| Anglo 1 | 156 | 9 | 10 | 175 | 89+ |
| Mexican-American 2 | 12 | 130 | 33 | 175 | 74+ |
| Afro-American 3 | 27 | 40 | 108 | 175 | 62- |

Fig. 1.--Frequency of function assignments by group.

Note for example:

130 = number of correct assignments to group two by the discriminant functions.

10 = number of teachers' perceptions of Anglo parents incorrectly identified as Afro-American by the discriminant functions.

62 per cent (108/175) of teacher perceptions of Afro-American parents are correctly assigned.

## DISCRIMINANT FUNCTIONS

The appropriate discriminant functions are given below:

Let

$P_k$ {
- $P_1$ = the function associated with teacher perceptions of Anglo parents
- $P_2$ = function associated with perceptions of Mexican-American parents
- $P_3$ = function associated with perceptions of Afro-American parents

Let $X_{ijk}$ represent the ith teacher's response on the jth item for the kth perception where

$i = 1, \ldots, 175$ (teachers[6])

$j = 1, \ldots, 18$ (items)

$k = 1, 2, 3$ (ethnic groups)

Thus, $X_{1,3,2}$ would be the 1st teacher's response to the 3rd item dealing with teacher perceptions of Mexican-American parents.

$$P_1 = .398\,X_{i11} + .121\,X_{i21} + 2.349\,X_{i31} + .448\,X_{i41} + .392\,X_{i51}$$
$$+ 1.520\,X_{i61} + .795\,X_{i71} + .461\,X_{i81} + .946\,X_{i91}$$
$$+ 4.793\,X_{1(10)1} + 2.425\,X_{i(11)1} + 1.539\,X_{i(12)1} + 1.695\,X_{i(13)1}$$
$$+ .314\,X_{i(14)1} + 1.799\,X_{i(15)1} - 1.242\,X_{i(16)1} + 2.938\,X_{i(17)1}$$
$$3.261\,X_{i(18)1} - 56.399$$

$$P_2 = -.394\,X_{i12} + .228\,X_{i22} + 2.272\,X_{i32} + .683\,X_{i42} - .063\,X_{i52}$$
$$+ 1.852\,X_{i62} + .885\,X_{i72} + .712\,X_{i82} + .500\,X_{i92} + 4.801\,X_{i(10)2}$$
$$+ 1.995\,X_{1(11)2} + .738\,X_{i(12)2} + 1.357\,X_{i(13)2} + .491\,X_{i(14)2}$$
$$+ 1.678\,X_{i(15)2} - 1.245\,X_{i(16)2} + 2.426\,X_{i(17)2} + 3.496\,X_{i(18)2}$$
$$- 46.432$$

---

[6] 175 of the 265 responding teachers were randomly selected. This was done due to the constraints of the computer program.

$$P_3 = -.235\ X_{i13} + .609\ X_{i23} + 2.525\ X_{i33} + .692\ X_{i43} + .140\ X_{i53}$$
$$+ 1.808\ X_{i63} + .514\ X_{i73} + .539\ X_{i83} + .676\ X_{i93} + 4.293\ X_{i(10)3}$$
$$+ 2.065\ X_{i(11)3} + .721\ X_{i(12)3} + 1.421\ X_{i(13)3} + .573\ X_{i(14)3}$$
$$+ 2.157\ X_{i(15)3} - 1.444\ X_{i(16)3} + 2.316\ X_{i(17)3} + 3.205\ X_{i(18)3}$$
$$- 46.402$$

The coefficients associated with each item are determined in such a way as to maximize group differences.

# APPENDIX C

# PROCEDURE USED TO DETERMINE THE SEVERITY OF INTEGRATION PROBLEMS

## PROCEDURE USED TO DETERMINE THE SEVERITY OF INTEGRATION PROBLEMS

(A) Sum scores (frequency of given complaint) across teachers and items for each ethnic group by school.

(B) Compute the ratio of problems by ethnic group to school representation for each group. Divide by the number of responding teachers from that school and multiply by 100. This procedure is simply a scaling technique to make school scores comparable.

(C) Compute the vector distances for each school in 3 space based on the ratios established for each ethnic group in "B" above.

Figure 2 illustrates geometrically the concept of vector distance.

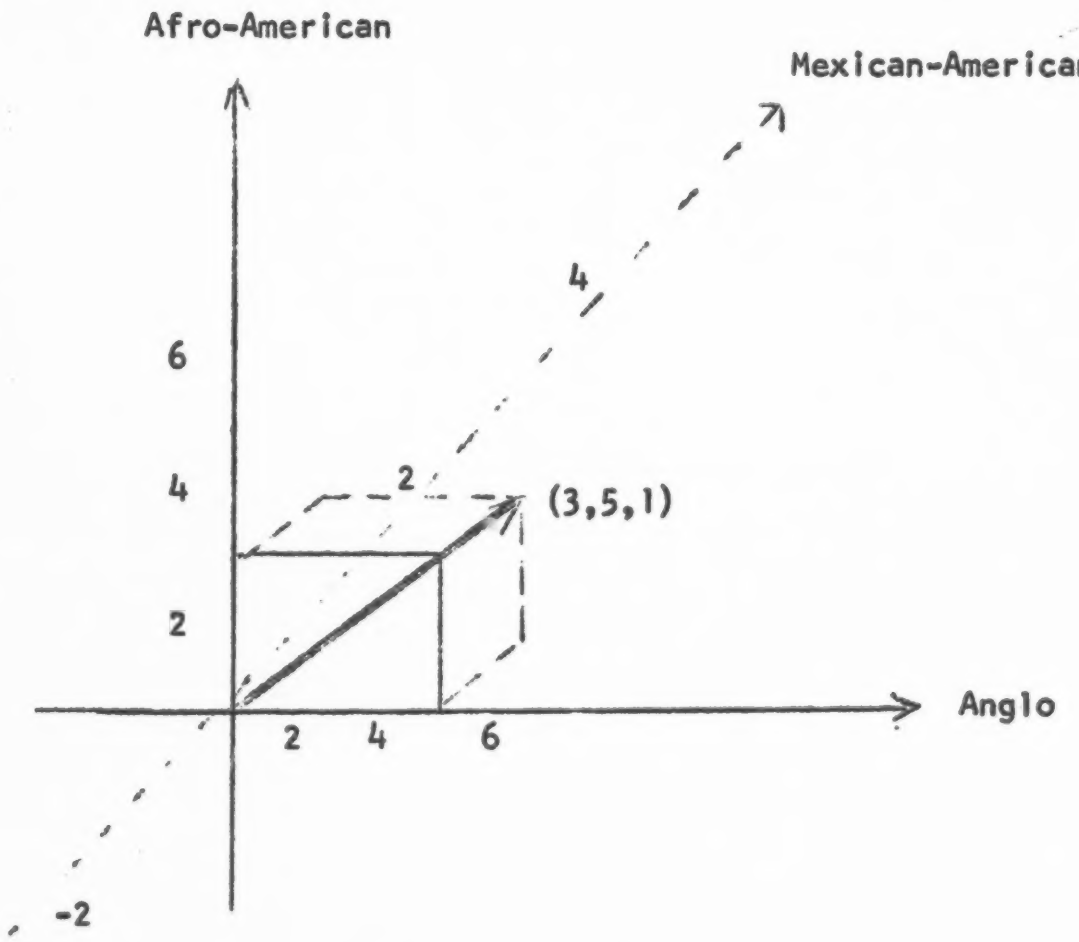


Fig.2.--School Vector Distance example.

For example if the ratios for some school were Afro-American: 3.0; Anglo: 5.0; and Mexican American: 1.0, the vector distance for that school would be $\sqrt{5^2 + 3^2 + 1^2} \simeq 5.92$

RIVERSIDE UNIFIED SCHOOL DISTRICT
Riverside, California

DEPARTMENT OF RESEARCH AND EVALUATION
January, 1970

# SURVEY OF PARENT ATTITUDES TOWARD SCHOOLS

McAteer Project M9-14

Submitted by:

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# SURVEY OF PARENT ATTITUDES TOWARD SCHOOLS[1]

Almost 1200 parents of children in the Riverside School Study sample were interviewed during the spring and summer of 1969. An addendum to the interview questionnaire consisted of six questions regarding attitudes toward the local schools and was given to approximately 75 per cent of the parents. Most parents who were not given the addendum had several children in the study and had to complete a questionnaire for each child. In an effort to shorten the interview, they were not asked to complete the addendum.

Of the six questions, the first four were administered to minority parents only; the last two questions were asked of all parents. Almost 70 per cent of the parents completing an addendum were Anglo, 15 per cent were Mexican-American, and 15 per cent were Negro.

The parents included in this report (those who completed the addendum) may not be representative of parents in the school district because:

1. They were willing to submit to a lengthy, and somewhat personal, interview in 1966, 1967, and again in 1969.

2. They have lived in Riverside for at least three years.

3. As mentioned above, most parents with several children in the study were not asked to complete the addendum.

4. Parents who withdrew their children from public schools were not included.

5. Minority parents who lived in areas other than the Casa Blanca, Irving, or Lowell school districts in 1966 were not included.

Question 1: SOME PARENTS ARE SATISFIED WITH THE WAY SCHOOLS ARE BEING RUN WHILE OTHERS ARE NOT. HOW DO YOU FEEL ABOUT THIS?

| | Number | Per Cent |
|---|---|---|
| Very satisfied | 37 | 13 |
| Satisfied | 145 | 53 |
| Neither satisfied nor dissatisfied | 33 | 12 |
| Dissatisfied | 41 | 15 |
| Very dissatisfied | 12 | 4 |
| Don't know | 7 | 3 |
| No response | . . | . . |

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[1]Funds for this project were granted by the Office of Compensatory Education, California State Department of Education under provisions of the McAteer Act.

Most parents who expressed satisfaction did not give reasons for this satisfaction. Some did say that they thought their children were getting a better education since integration. Most parents who were not satisfied with the schools objected to teachers, lack of discipline, busing, and curriculum. Teachers were criticized for not understanding minority children, for not being particularly interested in the welfare of their pupils, and for being prejudiced. The primary objection to busing was its inconvenience. Several people felt that the minority children were not prepared to compete with middle-class children. A few mentioned that Anglo children should also be bused. Parents objecting to curriculum were usually not specific but several did mention a need for more emphasis on minority cultures and for more vocational education. Some said that the schools are geared to the needs of college bound middle-class children.

Question 2: SOME PARENTS FEEL THAT BUSING CHILDREN OUT OF THE NEIGHBORHOOD TO GO TO SCHOOL HAS BROKEN UP THE CLOSENESS OF THE NEIGHBORHOOD, WHILE OTHERS FEEL IT HAS NOT MADE ANY DIFFERENCE. HOW DO YOU FEEL ABOUT THIS?

| | Number | Per Cent |
|---|---|---|
| Broken up neighborhood seriously | 15 | 5 |
| Broken up neighborhood slightly | 30 | 11 |
| Has not broken up neighborhood | 195 | 71 |
| Don't know | 31 | 11 |
| No response | 2 | 1 |

As can be readily seen, few parents felt that busing had broken up their neighborhood. Many parents mentioned that the children still play together when they go home. Others, however, said that the children seldom see each other now. Some interesting comments were:

> "No, on the contrary. It has made us feel closer. We get together often to compare notes about the schools and any problem."
>
> ". . . most of the children from certain areas go to (the) same school so in a sense that is the neighborhood."
>
> "Parents did get to meet and exchange words or visit at neighborhood schools whereas busing you don't."
>
> "Children get a wider view of Riverside not the ghetto community."
>
> "Well it has. Anytime you have people taken out of the neighborhood they are being influenced by the outside community."
>
> "Are you kidding? They need to break the closeness of the neighborhood. The children should get away to see what is going on. As long as they stay close to their neighborhood they will not learn anything but to follow the footsteps of others."

Question 3: SOME PARENTS BELIEVE THAT IT IS BETTER FOR THEIR CHILDREN TO BE BUSED TO SOME SCHOOLS THAN TO OTHER SCHOOLS. OTHERS THINK IT DOESN'T MAKE MUCH DIFFERENCE WHICH SCHOOL A CHILD IS BUSED TO. WHAT DO YOU THINK ABOUT THIS?

| | Number | Per Cent |
|---|---|---|
| Makes a lot of difference | 41 | 15 |
| Makes some difference | 62 | 23 |
| Makes no difference | 148 | 54 |
| Don't know | 21 | 8 |
| No response | 1 | 0 |

The two opinions most commonly expressed in response to this question were that, as a result of integration, all Riverside schools should be the same and that the school of attendance does make a difference because of the varying distances that children have to be bused.

Question 4: HOW DO YOU FEEL ABOUT THE SCHOOL WHICH YOUR CHILDREN ARE ATTENDING? IS IT BETTER THAN OTHER SCHOOLS, WORSE THAN OTHER SCHOOLS OR ABOUT THE SAME?

| | Number | Per Cent |
|---|---|---|
| Much better | 38 | 14 |
| Somewhat better | 44 | 16 |
| About the same | 151 | 55 |
| Somewhat worse | 7 | 3 |
| Much worse | 5 | 2 |
| No children being bused | 6 | 2 |
| Don't know | 21 | 8 |
| No response | 1 | 0 |

Two very typical comments were:

". . . all schools since desegregation are the same."

". . . schools much better since integration."

Question 5: AS YOU KNOW, MANY TOWNS IN THE UNITED STATES ARE HAVING SOME PROBLEMS IN THEIR HIGH SCHOOLS. HOW DO YOU FEEL ABOUT THE SITUATION IN THE RIVERSIDE HIGH SCHOOLS? ARE THEY HAVING FEWER PROBLEMS THAN OTHER TOWNS, ABOUT THE SAME NUMBER OR MORE PROBLEMS THAN OTHER TOWNS? WHAT KIND OF PROBLEMS ARE THEY HAVING IN RIVERSIDE HIGH SCHOOLS? WHAT IS CAUSING THESE PROBLEMS?

| | Number | Per Cent |
|---|---|---|
| Fewer problems | 317 | 36 |
| Same problems | 410 | 46 |
| More problems | 74 | 8 |
| Don't know | 77 | 9 |
| No response | 11 | 1 |

Although many of these interviews were conducted shortly after the incident at Ramona High School, few parents felt that Riverside had more problems than other towns. Racial tensions, narcotics, and lack of discipline were identified as local problems far more frequently than were other problems mentioned. Lack of discipline, mentioned far more frequently by Anglo parents than by minority parents, was seen as both a problem and as a cause of other problems. Lack of discipline in the schools was mentioned often, but so was lack of discipline in the home. Many parents said that the problems stem from the home and that parents today have many interests of their own which prevent them from devoting enough attention to their children.

Causes of the problems could generally be categorized as parents, society, and schools. Parents have already been discussed. Societal problems mentioned were the often biased influence of the mass media (many people simply said "The Press"), permissiveness, affluence, lack of respect for authority, a "fast society," and war. School causes of problems were lack of communication (among and between administrators, teachers, parents, and students), awareness, and understanding; teachers who were either not interested or prejudiced; curriculum; and schools that are too large. Several parents mentioned the influence of militants; almost as many mentioned communists.

Question 6: HOW DO YOU THINK THE SCHOOL DISTRICT HAS HANDLED THESE PROBLEMS? WHAT DO YOU THINK THE SCHOOLS SHOULD HAVE DONE?

| | Number | Per Cent |
|---|---|---|
| Very well | 121 | 14 |
| Rather well | 357 | 42 |
| Rather badly | 156 | 18 |
| Very badly | 70 | 8 |
| No problems | 8 | 1 |
| Don't know | 113 | 13 |
| No response | 24 | 3 |

Most parents, even though they may have felt that the problems had been handled well, made comments or suggestions. Many mentioned a need for increased involvement of students, parents, and community; an understanding of minorities; a "get tough" policy primarily involving calling the police sooner and disciplining students responsible for the problems; and getting to the source of the problems. Many parents also said that the school administrators should have been more perceptive and should have been aware that the problems were developing. Empathy for the school board and personnel in their search for satisfactory solutions to the problems was expressed by many.

Typical comments were:

". . . they quieted the situation but did not solve the problem."

". . . they should try to get the parents (to) feel part of (the) school not left out."

". . . can't be double standard. . ."

"Very well! They know what they are doing."

"Like giving an aspirin to a child. Temporary relief only. Just to cover up major problems. . ."

"Teachers and administrators will not listen to parent groups and demands of students."

"Negroes are (not) participating like they should because they are not encouraged to do so."

". . . more communication between school and parents. . ."

"Need to make rules that apply to everybody and then enforce them. Seem to have different codes for minority kids--are afraid to get tough with them."

". . . should not give in to demands. . ."

It should be noted here that a full 25 per eent of the minority parents (and 9 per cent of the majority parents) said that they didn't know how well the problems were handled.

The data reported in this paper were analyzed by the ethnic backgrounds of the parents and, for the minority parents, their neighborhoods of residence at the beginning of the study in the spring of 1966. The groups, then, were:

Anglo
Mexican-Americans from Casa Blanca
Negroes from Casa Blanca
Mexican-Americans from the Eastside
Negroes from the Eastside

The responses of members of the different groups did not indicate clearly differing attitudes except on one factor. The proportions of majority and minority parents who felt that the Riverside problems were handled rather badly or very badly did not differ dramatically (30 per cent majority and 18 per cent minority). However, their reasons for holding these opinions were quite different. The majority parents felt that the schools had acquiesced to the demands of the minorities while the minority parents felt that the schools had not satisfactorily met their needs.

Although the majority of the responses to each question were positive, the number of parents expressing dissatisfaction with the schools was large enough to cause concern, especially when the nature of the sample (discussed earlier) is considered. If it is biased, as it probably is, parents with positive attitudes are probably over-represented and parents with negative attitudes are probably under-represented.